

Course Syllabus: English Composition I
Section: ENGL 1010-C02
Credit: Three credit hours
Times and Days: 9:30-10:50 A.M. MW
Room location: Clement 112
Semester: Spring 2010
Instructor: Dr. James Senefeld
Office: Clement 117
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Office Hours: Posted on door

Required Texts:

Wood, Nancy V. Perspectives on Argument. 6th ed. Upper Saddle River, NJ: Pearson, Prentice-Hall, 2009.

Cornwell, Patricia. Portrait of a Killer: Jack the Ripper: Case Closed. NY: Berkley Books, 2003.

Matheson, Richard. I Am Legend. 2nd. ed. NY: Tor Books, 2007.

Winspear, Jacqueline. Maisie Dobbs. NY: Penguin, 2004.

Guidelines:

1. **Student Responsibilities and Conduct:**
 - a. All Grammar Tests, Rough Drafts of Essays, Final Copies of Essays, and Documented Book Reviews must be submitted online through My Comp Lab. The code is in your textbook. These assignments will also be graded online.
 - b. Attendance is required. Students missing more than two weeks of class, for whatever reason, will receive a 10 percent grade reduction. Those missing over four weeks of class, for whatever reason, will receive a failing grade. Arriving after the roll has been called will be counted as an absence as well as leaving before the class is dismissed.
 - c. Students who engage in disruptive behavior such as excessive whispering, sleeping or pretending to sleep, talking on cell phones, text messaging, surfing the Internet on laptops during lectures, film, or student class presentations will be asked to leave and may not return until the next class; they will be counted as absent, and will be asked to leave each time this behavior is repeated. Unless you are taking notes on class lectures, and can prove it on request of the instructor, your laptops should be closed.

- d. Tests that are missed may not be made up. Essays turned in late will receive a 10 percent deduction. Any essay without an outline will also receive a 10 percent reduction in credit. An essay over a week late will not be accepted.
 - e. The last date to drop or withdraw from the class is March 30, 2010.
 - f. **Disabilities Act Statement:**
In compliance with the Americans with Disabilities Act, students are encouraged to register with the Counseling and Disabilities Services office for possible assistance with accommodations. It is the student's responsibility to voluntarily and confidentially provide appropriate documentation regarding the nature and extent of a disability. Students requesting special accommodation are encouraged to contact Counseling and Disability Services (931-5402572) at the beginning of the semester.
2. **Daily assignments and Essay and Book Review formats are also available online through My Comp Lab. Use the code from your textbook to access this material as well as the Usage/Editing Tests.**
3. **Grading:**
Papers will be graded according to the "Grading Criteria" sheet included in this Syllabus. All papers are to be typed, double spaced, with complete outlines with the following format.

Outline Format: Phrase Outline: (Each section is a phrase except the thesis sentence, for a sentence outline every part must be a sentence.)

- I. A. Thesis sentence:
 B. Introduction: phrase

II. Topic # 1:

- A. Example # 1
- B. Example # 2

III. Topic # 2

- A. Example # 1
- B. Example # 2

IV. Topic # 3

- A. Example # 1
- B. Example # 2

V. Conclusion: phrase

Required Assignments:

Three Essays @100 points	= 300 points	
Three Documented Book Reviews @ 100	= 300	“
Three Reading Quizzes on Books @ 100	= 300	“
<i>Maisie Dobbs</i>		
<i>I Am Legend</i>		
<i>Portrait of a Killer: Jack the Ripper</i>		
Two Grammar and Editing Tests @ 100		
From My Writing Lab	= 200	“
Oral Report Based on Final Essay	= <u>100</u>	“
Total Points	=1200 points	

Grading Scale:

1080-1200 points	90-100%	=A
960-1079	“	80-89% =B
840-959	“	70-79% =C
720-839	“	60-69% =D
0- 719	“	0-59% = F

4. Tentative Schedule:

Jan. 20, 25-29

Distribute Syllabus [Assignments related to **Perspectives on Argument** text will be listed in the Syllabus as PA.]

Discuss PA, 3-71, 676-704.

Writing Sample (15-20 minutes) Topic: Write a complete description of any illustration in Chap. 1, and then write about any experience that you have had related to the picture.

Topics for Essay # 1: Pro/Con format, Chaps. 1-2, “Immigration” (674-704)

1. Because it may take years to have the same income level as their parents, students should avoid excessive debts from loans, credit cards, etc. to buy luxuries.
2. Laptops are distracting to everyone and their use should be restricted in classrooms.
3. Pre-teens dress too provocatively and teens want to dress like fashion models.
4. Men and women have different communication styles often labeled as adversarial and consensual.
5. Rap music is not about social justice, but is both racist and sexist in content.
6. Ethnic and racial stereotypes may be used negatively against groups or positively to advertise restaurants and tourist destinations
7. Requirements for foreign language classes in college are a waste of time.
8. There should be an equal division of responsibility in long-term relationships.

Guidelines:

- A. Select an essay from the textbook. Summarize the main point of the essay, discuss whether you agree or disagree with the author, then include your personal viewpoints on the issue. Be sure to include specific examples and factual material.
- B. Use a point or block pattern of organization.

Point Structure:

- I. Thesis: The pro's and con's of _____ will be discussed in this essay.
Introduction:
- II. Point 1
 - A. The other side
 - B. My side
- III. Point 2
 - A.
 - B.
- IV. Point 3
 - A.
 - B.
- V. Conclusion: summary of major points

Block Structure:

- I. Thesis Sentence:
Introduction:
- II. Other side
- III. My side: Point # 1
- IV. My side: Point # 2
- V. My side: Point # 3
- VI. Conclusion: summary of major points

Feb. 1

Conclude discussion of "Immigration", 676-704.

Review Rough Draft, Essay #1.

Feb.3

Turn in Essay #1 with a complete outline.

Feb. 5

Complete Usage/Editing Test # 1 online by this date. (100 points)

Feb. 8-12

PA 72-147, 618-646 “Issues of Race, Culture, and Identity”

Assign Essay # 2 based upon one of these topics:

1. Slowing global warming by limiting carbon emissions, etc.
2. Restraints imposed by the Berlin Wall, 1961-1969
3. Dress codes at work, school, based on religious beliefs, wearing clothes, acceptable types of clothing, revealing that you belong to a naturist group, etc.
4. Open versus closed records: birth, adoption, sperm banks, juvenile crime, etc.
5. Corporate control of media restricts access of new performers, especially in radio broadcasting
6. Children doing unpaid chores at homes, restricted in after-school activities
7. Segregated facilities, sports and occupations segregated generally by sex
8. Concentration camp constraints
9. Films/novels where literacy, ethnic identity, social class, mental condition, drug use/addiction are a constraint:

The Reader

Michael Clayton

Judgment in Stone

Crash

Requiem for a Dream

Spun

Blow

I Am Sam

Titanic

Pride and Prejudice

My Big Fat Greek Wedding

Fight Club

Essay #2: Process Writing with Cause/Effect:

- I. Thesis Sentence: The film **Requiem for a Dream** shows the negative effects of addiction to either prescription or illegal drugs
Introduction: Your personal point of view on the topic
- II. The process of addiction
 - A. Your projected audience for the paper: persons tempted into abusing drugs of either type

- B. Explanation of the process of addiction
- III. Constraints involved: social acceptance or rejection depending on type of drugs
- IV. Results
 - A. From constraints: social rejection
 - B. Exigence: negative results: mental and physical injuries, institutionalized
- V. Conclusion: Drug abuse is drug abuse.

Feb. 15

Conclude discussion from PA.

Review Outlines of Essay # 2.

Feb. 17

Turn in Final copy of Essay # 2.

Review Cause/Effect strategies from PA

PA 174-218, 528-556. Value Systems, Self-Imposed Restraints, Personal and Societal Values

Cause/Effect Format. Structure of Cause/Effect Essays: Compare this structure to textbook essays.

Pattern 1:

- I. Thesis: Define the event or issue.
Introduction
- II. Cause
- III. Effect # 1
- IV. Effect # 2
- V. Effect # 3
- VI. Conclusion: summary of effects

Pattern 2:

- I. Thesis: Define the event or issue.
Introduction
- II. Effect
- III. Cause # 1
- IV. Cause # 2
- V. Cause # 3
- VI. Conclusion: summary of causes

Pattern 3:

- I. Thesis: Define the event or issue.
Introduction:
- II. Issue # 1
 - A. Cause
 - B. Effect
- III. Issue # 2
 - A. Cause
 - B. Effect
- IV. Issue # 3
 - A. Cause
 - B. Effect
- V. Conclusion; the significance of the issue

Begin Discussion of *Maisie Dobbs*.

Feb 22-26

Conclude discussion of *Maisie Dobbs*.

Cause/Effect Class Activity: Research a topic related to *Maisie Dobbs* for use in your Book Review on the novel. The following are suggested topics:

1. PTSD in World War I and subsequent wars
2. Long term health and medical problems of veterans; for example, Dalton Trumbo's novel, *Johnny Got His Gun*, veterans' hospitals, private clinics, etc.
3. Women PI's in the 1920's and after
4. The rise of detective fiction written by women as with Anna Katherine Green, Agatha Christie, Ruth Rendell, Margery Allingham, Dorothy Sayers, etc.
5. Economic impact of the recession after the Great War

Assign Book Review of novel, *Maisie Dobbs*.

Required Format for Book Review on *Maisie Dobbs* (Include four outside sources.)

- I. Background of the Author
 - A. Series of novels featuring Maisie Dobbs
 - B. Background on grandfather and grandmother in the Great War
- II. Constraints on Maisie
 - A. As a woman
 - B. Her social class and earlier occupation
 - C. Occupation as a PI
- III. The structure of the detective mystery novel as problem solution
 - A. Mysterious events
 - B. Unknown facts
 - C. The villain/adversary vs. the detective
- IV. Problem solving skills of the detective

- A.
- B.
- V. Conclusion of the novel: issues of PTSD
 - A. Patients at rural retreat
 - B. Veterans in hospitals
 - C. Billy Beale
- VI. Evaluation of quality of the novel
 - A. Character and plot development
 - B. Reading level
 - C. Contemporary social issues
 - D. Recommendation to others
- VII. Works Cited page

Mar. 1

Turn in Take Home Reading Quiz on ***Maisie Dobbs***.

Review Rough Drafts of Book Reviews on ***Maisie Dobbs***.

Mar. 3

Turn in Book Review.

Introduce novel, ***I am Legend*** and works of the author

- I. Comparison of Matheson heroes/heroines in films:

The Incredible Shrinking Man

Prey

Nightmare at 20,000 feet

Duel

Kolchak, the Night Stalker

- II. Comparison of the ***Twilight Series*** to the classic novel and the 1931 film, ***Dracula***.

Mar. 8-13 Spring Break

Mar. 15-19

Continue discussion of novel, ***I Am Legend***.

Introduce Comparison/ Classification Book Review: ***I Am Legend***.

Required Format for Book Review of *I am Legend*. (Include four outside sources.)

- I. Background of the Author
 - A. Content of his major works: novels, stories, and screenplays
 - B. Significance of novel, *I am Legend*
- II. Classification of the problems of central characters
 - A. *The Incredible Shrinking Man*
 - B. *Duel*
 - C. *Prey*
 - C. *Kolchak: The Night Stalker*
- III. *I Am Legend*: classification of the vampire traditions
 - A. Vampires as form changers: bat, werewolf, mist
 - B. Biological weapons, chemicals, or radiation altering bodies
 - C. Merging of two traditions
- IV. Comparison of *I am Legend* to *Twilight*
 - A. Neville's wife and Ruth
 - B. Edward: his family and their enemies
- V. Comparison of different conclusions of three film versions
 - A. *The Last Man on Earth*
 - B. *Omega Man*
 - C. *I Am Legend*: original release and alternate ending
- VI. Conclusion
 - A. Preferred film version and conclusion
 - B. Recommendation of novel
 - C. Reaction to theme of the novel: heroic character alone and in danger
- VII. Works Cited page

View film clips of three versions of *I am Legend*.

Mar. 22-26

Conclude material related to *I am Legend*.

Take Reading Quiz on *I am Legend* and two short stories from text.

Review Rough Drafts of Book Reviews of *I Am Legend*.

Mar. 29-Apr. 1

Turn in Book Review on *I am Legend*.

Begin discussion of *Portrait of a Killer: Jack the Ripper Case Closed*.

Definition Writing: Class Activity: Define and explain some possible suspects who may have been Jack the Ripper.

Required Format of Definition Book Review on *Portrait of a Killer*. (Include four outside sources.)

- I. Background on Cornwell and major works
 - A. Her background in related areas of murder and forensics
 - B. Her fictional detectives
 - C. Her interest in the ultimate cold case file: Jack the Ripper
- II. Background on the Jack the Ripper and unsolved crimes
 - A. Location and time period of the crimes
 - B. Motives attributed to the killer
 - C. The letters from the Ripper
- III. Primary suspects and Cornwell's analysis
 - A. A member of the royal family and his doctor, rumors and the film, *From Hell*
 - B. A medical student or doctor
 - C. A physically deformed sociopath/painter
- IV. Cornwell's analysis of Walter Sickert as the Ripper
 - A. Motive
 - B. Opportunity
 - C. *Camden Town* group, other art work, and comments by Sickert
 - D. Later murders connected to Sickert
- V. Analysis of Sickert as the Ripper
 - A. Summary of Cornwell's evidence
 - B. Rebuttal by Sickert biographer, Matthew Sturgis
 - C. Fallacies of evidence or generalization by Cornwell and Sturgis
 - D. Personal opinion as to Jack the Ripper
- VI. Conclusion
 - A. Continued interest in this case
 - B. Personal reaction to book
- VII. Works Cited page
- VIII.

Apr. 5-9

Conclude discussion of *Portrait of a Killer*.

Take Reading Quiz on *Portrait of a Killer*.

Review Rough Draft of Definition Book Reviews of *Portrait of a Killer*.

Apr. 12-16

Turn in Book Review on *Portrait of a Killer*.

Complete Usage /Editing Test # 2 online by Apr. 16. (100 points)

Apr. 19- Apr. 21

Begin discussion of Final Exam Essay # 3: Persuasive Essay on Science and Technology.

PA, "Modern Technology", 557-588.

Apr. 26, 28.

Present Oral Reports based upon Final Essay # 3: "**Yes, but is it good science?**" the accuracy of films on science and technology.

1. There will be only one person or group per topic/film.
2. There will be an oral report based on the film and a final persuasive essay.
3. Film trailers from **You Tube** are not to be used, or there will be a 25 percent grade deduction.

Examples of Topics:

1. Time travel: **Timeline, The Time Machine, Déjà vu, From Time to Time, Back to the Future**
2. Cloning: **Jurassic Park, The Island, Species, The Matrix series, Prestige, The Boys from Brazil**
3. Identity loss/switch: **Face-Off, The Net**
4. Space flight to Mars: **Red Planet, Mission to Mars, Total Recall**
5. Alien contact: **Contact**
6. Alien visitors to Earth: **Men in Black , The Day the Earth Stood Still, Independence Day, Sphere, Close Encounters of the Third Kind, E. T., War of the Worlds, Lifeforce**
7. Alien diseases: **Andromeda Strain**
8. Roswell, New Mexico and 1947 incidents: **Indiana Jones and the Crystal Skull, Hangar 18**
9. Robots: **Forbidden Planet, I Robot, The Centennial Man**
10. Space flight and the technology of **Star Trek**
11. Mind-control: **Bourne Supremacy, Paycheck, Total Recall, The Manchurian Candidate**
12. Predicting future behavior: **Minority Report**
13. Cyborgs: **Aliens, Terminator, Blade Runner, Westworld, Futureworld, etc.**
14. Artificial intelligence: **AI, 2001, 2010, Tron**
15. Global freezing vs. global warming **An Inconvenient Truth vs. The Day After Tomorrow**
16. Meteor and Asteroid strikes: **Armageddon, Asteroid, When Worlds Collide**
17. The sun dying: **Sunshine**
18. Accidental nuclear war: **Fail-Safe, Dr. Strangelove, War Games**
19. Jules Verne predicts the future: **20,000 Leagues under the Sea, From the Earth to the Moon, Around the World in 80 Days, The League of Extraordinary Gentlemen.**
20. Computer altered behavior: **Terminal Man**
21. Robotic/mechanical weapons: **Runaway, Red Planet**
22. Television/camera surveillance: **1984, The Truman Show, Vantage Point**
23. Formulas for invisibility: **The Invisible Man, The Memoirs of an Invisible Man, The Hollow Man**
24. Research on tornadoes: **Twister, F-7.**
25. The failure/disruption of computer security systems: **Die Hard, Inside Man, Firewall**
26. Plagues: **Outbreak, Virus, 28 Days, 28 Days Later**

May 1-7 Final Examination Week. Submit Final Copy of Essay # 3.

Grading Criteria

I. **Structure and Organization (Maximum deduction of 30 points)**

- Lack of a clear thesis 10 points
- Lack of a topic sentence 5 “
- Lack of transitions 5 “
- A lack of unity in paper 5 “

II. **Mechanics and Style (Maximum deduction of 30 points)**

Major errors (Minus five points each):

- Incoherent sentence
- Fragment
- Fused sentence
- Comma splice
- Subject/Verb agreement
- Misuse of verb

Minor errors (Minus two points each):

- Pronoun/Number shift
- Misuse of “you”
- Useless repetition/wordiness
- Awkwardness
- Omission of linking verb\Poor word choice
- Lack of sentence variety
- Misuse of apostrophe, other punctuation
- Spelling

III. **Content and Development (Maximum deduction of 40 points)**

- Use of correct supporting evidence
- Use of specific details, including examples
- Originality of thought
- Use of orderly presentation
- Completeness
- Proper introduction and conclusion
- Following instructions
- Proper documentation of sources

Study Guide/Discussion Questions for *Maisie Dobbs* (Rev. 08/22/09)

These study and discussion questions will include the following rhetorical patterns as related to the novel:

Illustration by example:

1. What comforts were lacking when Maisie served in France during the Great War?
2. How does Pricilla illustrate traits of a social rebel in the 1910's; why was she sent to college?
3. How were fliers the most daring of military service personnel in World War I?

Description:

4. What is Maisie's first impression of the Retreat; why is it so important to make eye contact with a wounded veteran such as Archie?
5. What is Maisie's first impression of Captain Lynch?
6. Write a brief description of Mr. Dobbs and of Billy Beale.

Comparison/Contrast:

7. How did two of Jacqueline Winspear's grandparents share similar experiences with Mr. Dobbs, Billy Beale, and Enid?
8. Compare the differences in social backgrounds of the upstairs/downstairs lives of employers and servants as between Enid and Master James; why was it unlikely that they could find lasting happiness?
9. Based upon class discussion, compare the social life of West End and East End of London since the 1880's.
10. In Celia's eyes why does Christopher Davenham lack the heroism during the Great War she saw in Vincent?
11. How did Dr. Maurice have a different view of the poor as compared to Lady Rowan when he took her in 1910 to see the East End of London?
12. How do Vincent's experiences as an officer compare to that of Kirk Douglas's in the 1957 film, ***Paths of Glory*** in terms of the court martial for cowardice of soldiers in trench warfare in World War I?
13. What is the reality of what is happening in the Retreat as compared to the appearance that Maisie and Billy first see?
14. How are the Jenkins brothers equally at fault in the problems of the camp?
15. Compare incidents in the novel to films discussed in class including ***Paths of Glory***, ***A Very Long Engagement*** and ***All Quiet on the Western Front***.

Classification:

16. Classify the social class structure described in the novel, beginning with the Compson home.
17. Why is Mr. Dobbs so concerned about his and Maisie's social status as she has fallen in love with Simon Lynch?
18. Classify the varieties of Post Traumatic Stress Disorder as shown in the novel.

Process:

19. How was Maisie educating herself while working in the Compson home in Belgravia?
20. What educational system of home schooling was set up by Dr. Maurice and Lady Rowan?
21. How did Lady Rowan in 1910 gain real insight into the plight of the poor people in the East End of London?
22. What is Enid's wartime employment and why is it dangerous?
23. What steps did Maisie take to become acquainted with Celia?
24. By what process did Maisie get an "inside man" into the Retreat?
25. What steps did Maisie follow to solve the mystery of the Retreat? 19.
26. How did Mr. Dodd save the horses at Chelstone Manor from military requisition?

Definition:

27. What was Maurice Blanche's "occupation"? How does he training compare to careers today in forensic medicine?
28. How had Lady Rowan shown herself to be independent from the time of her childhood; why was she such a good role model for Maisie?
29. How was Priscilla Evernden an example of a modern woman of the 1910's; why was she sent to college and why did she leave?
30. What definition based upon this novel would you give to Post Traumatic Stress Disorder?
31. What is the significance of the novel and later film, *All Quiet on the Western Front*?
32. What does the novel demonstrate about post-traumatic stress disorder and the harshness of military discipline in World War I?

Cause/Effect:

33. What connection did Billy Beale have to Maisie when she was a wartime nurse; how will she be able to make use of his skill as a sapper first at the office and then at the Retreat?
34. What war time experiences apparently caused the deaths of Vincent and of Tom Smith's son?
35. Why should be some doubt about Vincent's death when the question is asked, who inherits his money?
36. How serious were Vincent's permanent facial injuries; what was the immediate response the first time Celia saw him?
37. Why was Vincent not allowed to tell the story of the war when he was in the hospital?
38. What is ominous in James Compson's interest in going to a farm in rural Kent after Maisie understands the experience of Vincent?
39. Why did Dr. Maurice and Lady Rowan take such an interest in Maisie after she was found at 3:00 A.M. in the library?
40. What was the long-term significance of Maisie meeting the Lynch family through Priscilla?
41. How did the munitions factory explosion change the course of Maisie's life and career?
42. Why did Maisie learn as a nurse about the importance of never changing her expression when a seriously wounded patient arrived at the field hospital?

43. Why Maisie not agree to Captain Lynch's marriage proposal and say wait until the war was over and they were safe?
44. What does Mrs. Crawford believe is wrong with James Compton; why is he set on going to the Retreat?
45. What does Maisie find out from Lord Julian about Major Jenkins' wartime service that is disturbing?

Study Guide for Richard Matheson's *I Am Legend* and 2007 film version (Rev. 01/09/10)

1. What details help the reader pinpoint the location of this novel?
2. What predictions did the novel make as to the world such 20 years in the future?
3. What was the political situation when this novel was first published in the mid-1950's?
4. How does the plot of this novel compare to other novels and films of the post-nuclear war America and/or post-pandemic world such as **The Day After, 28 Days or 28 Weeks Later?**
5. How does this novel compare to **Dracula**, the novel, as well as the early vampire films such as **Nosferatu** and **Dracula** as to the appearance and power of the vampire, powers of form-changing, and the final death of the vampire?
6. How does the film version of **I am Legend** compare to **Twilight**, in terms of the origins of vampires, their attractiveness to others, such as their victims, etc.?
7. How do clues accumulate for the reader as to who "they" are? How do these clues correspond to the typical characteristics of vampires in terms of crosses, garlic, mirrors, sunlight, and wooden stakes?
8. What does Robert Neville discover as to the germ theory and the spore theory as to the origins of the vampires and the spread of the disease?
9. Where do giant grasshoppers from Colorado fit into the category of radioactive mutation stories such as **Them, The Incredible Shrinking Man, The Attack of the 50 Foot Woman, Night of the Lepus**, etc.?
10. How does Neville believe he became immune to the disease from his military service in Panama?
11. What information or connections about vampires had Neville not immediately made as to the effect of sunlight, the types of vampires, fear of mirrors, etc.
12. How are Neville's character, home, laboratory, and meeting of a woman all different in **The Last Man on Earth, The Omega Man, and I am Legend?**
13. Are these vampires any worse than the "trio of death" characters in the film, **Thank You for Smoking**, where they meet regularly for meals and a drink and take no responsibility for the effects of their products.?
14. How is having plenty of food, drink, and movies to watch not enough to keep Neville safe from horrible fears and paranoia?
15. How is Neville able to resupply himself with all his essential needs?
16. In the novel, what hope does the pet offer Neville after two years of isolation; how does "Sam" in the 2007 film play a much larger role in the story?
17. In the flashbacks what happens to Neville's wife and daughter; what law does he avoid in terms of disposing of the dead?

18. What were the first indications that Neville's wife and daughter were becoming victims of the disease?
19. How does Neville's overly-long visit to the cemetery a very dangerous mistake?
20. How do the experiments on the female vampires fail?
21. Why does Neville fail to understand that there are two human forms of life different from him?
22. How has Ben Cortman changed from a close friend to a mortal enemy; what film comedy star does Ben resemble?
23. How does the leader of the vampires change drastically in the three film versions?
24. How is there often a fine line between the obsession of the vampire hunter, the vampire film maker, and the vampire in terms of the pursuit of victims? You might compare Neville as played by Will Smith, Murnau as played by John Malkovich, Van Helsing as played by Anthony Hopkins, and Dracula as played by Bela Lugosi and Willem Dafoe.
25. What happens when Neville attempts to test Ruth's blood?
26. What is Ruth's explanation for her initial fear of Neville and what is the true explanation as to her identity and her medical condition?
27. What warning does Ruth leave for Neville in her note, and how does he react?
28. What finally happens to Neville; what new type of society is developing that he can never be a part of?
29. Define and explain the source of the title of the novel.

Study Guide/Discussion Questions for *Portrait of a Killer: Jack the Ripper Case Closed*.

1. Define some of the pathological characteristics of Walter Sickert as to his appearance, friendships, reading habits, seeking to know the famous, etc.
2. What physical deformity did Sickert probably have in his reproductive organs; what may have been the psychological effects of Whistler's August 11th wedding?
3. What DNA evidence, paper, paintings, etc. lead Cornwell to conclude that Sickert was most likely Jack the Ripper?
4. What was the typical late 19th Century view of contraception and sexual activity in connection with the role of women in terms of their intelligence, emotional control, social status, and their sex drive?
5. How did low wages, the extensive London dockyards, and alcoholism all contribute to extensive prostitution for single women and/or mothers of the time? How did Martha Tarban, age 40, on August 6, 1888 fit this pattern?
6. How would the use of disguises, including uniforms, account for the different descriptions of persons thought to be Jack the Ripper? How does this concept of disguises relate to Sickert as a suspect?
7. How is a psychopath defined and how are constraints on behavior missing; how does this relate to the frontal lobe of the brain?
8. Why was Whitechapel an excellent area for criminal activity and what was the "amateurish mistake" made by Jack the Ripper in his first known murder?
9. What was the similarity of all the victims as to age, weight, and lack of sexual activity by their killer; how do these details match Sickert's physical condition and what he said about the women who attracted him and were the models for his paintings?

10. Why was there so little interest in Martha's death and an inadequate autopsy even for that time period?
11. Describe the dysfunctional parents in the Sickert family and Walter's anti-social personality as a child.
12. What is over-looked in the content of the Ripper letters as to the personality of the writer?
13. How did the Ripper resemble Mr. Hyde, from the popular novel and London play of the late 1880's?
14. Analyze crime and poverty in London of 1890 as described in Chap. 7; how did the Ripper have an excellent hunting ground in the East End?
15. Describe the condition of the Royal London Hospital and the story of the "Elephant Man".
16. How did Mary Ann Nichols fit the pattern of the Ripper's victims; why was her body moved to a nearby workhouse?
17. How are British inquests different from American ones; how is the release of information to the press an aid in catching criminals?
18. What has happened to many of the police records from the period of Jack the Ripper?
19. What is the significance of Bow Street runners, Scotland Yard, Bobbies, the CID, and the Fingerprint Division in terms of evolving law enforcement in Greater London?
20. What connection do psychopaths and arsonists often make with their victims that gives rise to the phrase, "Returning to the scene of the crime" that has nothing to do with a sense of guilt?
21. What is unlikely as to a member of the British royal family and their Doctor Gull being involved in murder: how does this theory relate to the film, **From Hell**?
22. What is unusual about Sickert's paintings *Ennui* in terms of the painting in the background and *Patrol* as to the neck of the female officer, and in his music hall sketches?
23. What would a modern physician examining a murder victim do that was not done by Dr. Llewellyn?
24. What were the sources of the rumors that the Ripper was a medical student, doctor, or lunatic?
25. Why did the investigating officer, Inspector Abberline, never write about the case?
26. What were the circumstances of the death of the third victim, Annie Chapman? How were her bodily wounds more severe perhaps causing the killer to begin to identify himself as the "Ripper"?
27. Why did the police appear to have what Cornwall called "East End myopia" in terms of the many "Ripper" letters being mailed from so many different locations?
28. What were the results of extensive DNA testing of letters, stamps, clothing, etc. as described in Chapter 14? Why are Sickert family members not being asked to submit to DNA testing since there is no statute of limitations on murder?
29. If Sickert wrote a series of the Ripper letters on A Pirie & Sons watermarked paper, why are letters only a half-page in size?
30. What are the links to Sickert of Nemo, Mr. Nobody on a Ripper telegram, and R. St. w.?
31. If Sickert were Jack the Ripper, why was he never worried about the police following clues from the letters, from his later paintings, from his claim in 1909 that he lived in a Jack the Ripper apartment, etc.?

32. Why was the doctor who testified at Annie Chapman's inquest probably wrong in claiming the killer had a knowledge of anatomy and surgery and would have needed 15 minutes to remove abdominal organs?
33. What disturbing similarities were there in the deaths of Jane Boatmoor and the earlier victims?
34. Why was 1888 an unusual year for the normally productive Sickert in terms of articles, art work, travel, etc.?
35. What is the consistent M.O. of Jack the Ripper as with the case of the death of Elizabeth Stride in terms of the apparent killer, a lack of sound, or a struggle from another street-wise victim ?
36. What was unusual about the walk and the bag labeled the Shrubbery that Ms. Lily and a friend experienced with Sickert in Petticoat Lane in 1918; why did Sickert enjoy the blackouts of the city during World War I?
37. What was Catherine Eddows's lifestyle; how close was the place of her death to that of Elizabeth Stride's, and what was unusual and different about its location?
38. How did the condition of Catherine's face and neck compare with later art work by Sickert? What is disturbing about his art work that until he was around 60 he painted only what he saw?
39. What trace evidence would a killer carry today that was not noticed in the 1880's, such as artist's paint on the body?
40. For Sickert, what was the connection of prostitutes to his grandmother and why did he prefer ugly women as his models?
41. How might Sickert have killed the women and avoided most of the blood being seen on his clothes by any eyewitnesses in the dimly lit streets?
42. How did the Ripper double back to where Elizabeth Stride was killed to write on the wall; how did this relate to his long poem and an 1896 letter to the police?
43. By 1896 what did the police claim had happened to Jack the Ripper; what happened on September 17, 1896 to Emma Johnson near Windsor?
44. How was September always a bad month for Sickert based upon past events and especially in 1896 if he was the disturbed serial killer that Cornwell believes him to be?
45. What is Cornwell sure that the Ripper did on September 8th, 1888, the same day as Annie Chapman was murdered: where was the body later found?
46. How did the guest book from the Lizard Inn in Cornwall provide convincing evidence to Cornwell that Sickert was Jack the Ripper?
47. How did Police Commissioner Sir Charles Warren fail in his attempt to use tracking bloodhounds in an October 1888 demonstration in Hyde Park?
48. Why did police ignore the murder of the Rose Mylett and John Gill despite the mention in Ripper letters?
49. What is the connection of neckerchiefs to every Jack the Ripper victim and to Sickert?
50. What was the relation between the murder of a Camden Town prostitute and a series of Sickert's paintings; what were his two crazes from that time on according to Ms. Lilly?
51. What was the connection of Emily Dimmock to the Rising Sun Pub, and to Sickert?
52. What possible suspect did police ignore who had been in the pub two days before; why did the police charge Robert Wood and what were the results of his trial?

53. How had Emily been murdered, and where was her flat (apartment) in relation to Sickert's studio?
54. Why would Sickert have been known to Emily Dimmock, in Cornwell's opinion, and why would he not have reproduced a "Ripper-style" killing as he did some 20 years before given his studio location and fear of blood contamination?
55. What proof is there that Sickert went to the scene of the crime and made several sketches of the body; what was the public perception of the time as to his interest in the murder victim? How did he provide himself with a convenient alibi if he had the missing keys to the apartment?
56. What was the condition of the body of Mary Kelly; why was there very little public interest or press coverage after this murder?
57. Why did Sickert succeed in his murder spree, in Cornwell's opinion, when someone like Ted Bundy failed?